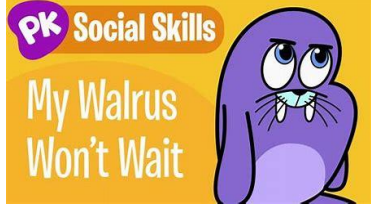












The Winchester School Family Learning Newsletter (FS 1) – November 2020



Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
<p>Prime Area Personal, Social and Emotional Development</p>	<p><u>Making relationships:</u> Initiates play offering cues to peers to join them.</p> <p><u>Self -confidence and self- awareness:</u> Enjoys responsibilities of carrying out small tasks.</p>	<p>Talk to children about how they spent their day while learning online and at school. Talk to them to share their experiences that they had interacting with their teachers and peers.</p> <p>Encourage them to interact and converse with other children by scheduling online playdates or with other family members. Interacting with friends and family members are great ways to enable social interaction between children. Share stories about sharing, taking turns and empathy and model to use polite words regularly so that the child can learn and use them.</p> <p>Share situations with children where they need to critically think. For e.g, “Susie has a doll. Harry snatched it from her. Now Susie is crying.” Ask appropriate questions to the child about the situation and enable them to think the best way to play with friends, thereby helping them to learn about empathy. Encourage the child to talk by setting up areas like a cozy den or a tent or a Role-play area to play and have a conversation with sibling and other family members.</p> <p>Encourage them to clean up their toys after playing and put things at the right place. Encourage them to wear their own socks and shoes or button and unbutton their own t-shirt and ask for help when they need it by giving them prompts for asking suitable questions when they need help. Praise them for carrying out small tasks to develop independence and responsibility.</p>	<p><u>My Walrus Doesn't Want to Wait!</u></p>  <p><u>My Wallaby Won't Use His Words!</u></p>  <p><u>Keep things tidy!!</u></p>

<p>Communication and Language</p>	<p>Understanding: Understands the use of objects (e.g “What do we use to cut things”?)</p> <p>Speaking: Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p>	<p>Encourage shared experiences like cooking, gardening or watering plants. Activities like role playing with a kitchen materials or doctor set or enacting stories will enable them to understand and talk about the use of various objects and tools. Talk to them about the use of scissors to cut paper, crayons to draw and colour on paper, glue sticks to stick the paper, mask and gloves to wear and sanitizer to apply on hands. Model the use of these objects for them and let them explore under your supervision.</p> <p>Talk to children to help them retell past events with use of pictures or photographs from familiar events like celebrating their or any family member’s birthday, visiting a park, a beach or a play area and encourage them to tell about the same in a sequence like what happened first, then next and then at the last. Use new words during your conversations to build up vocabulary.</p> <p>Prompt children, particularly those with communication difficulties, with props such as puppets to encourage speech and understanding.</p>	 
<p>Physical Development</p>	<p>Moving and handling: Draws lines and circles using gross motor movements.</p> <p>Health and self-care: Can usually manage washing and drying hands.</p>	<p>Create a semolina or salt tray with very thin layer of salt or semolina. Encourage your child to make lines and circles with semolina or salt or using a doodle board, etc.</p> <p>Encourage children to do beading activity by giving them a lace and pasta or other suitable materials.</p> <p>Let them create beautiful art by tearing and pasting newspaper or magazine papers. These activities encourage eye-hand coordination and fine motor skills development.</p> <p>Encourage children to follow all the steps involved in hand hygiene and drying hands after wash modelling the same to them for a few times. Ask them to sing Happy birthday song two times while washing their hands and give instructions step wise to you to wash and dry their hands. This will reinforce their understanding and sequencing skills.</p>	<p>Pre-writing skills</p>  <p>Wash your hands</p> 
<p>Specific Area Literacy</p>	<p>Reading: Enjoys rhyming and rhythmic activities.</p> <p>Story Books:</p>	<p>Encourage children to sing their favourite rhymes, songs and stories sometimes even offering them a picture clue, action or an object (like a teddy bear, rubber duck etc). You could make rhyme sticks with the children and help them</p>	<p>Jump up and rhyme</p>

	<p>Little blue truck leads the way by Alice Schertle Boats by Anne Rockwell Maisy goes on a plane by Lucy Cousins.</p> <p>Writing: Sometimes gives meanings to marks as they draw and paint.</p>	<p>sing with their family members taking turns with their props. Make up your own rhymes using rhyming words and use rhythmic body movements while singing.</p> <p>Encourage your child to draw and share their experiences from the school, online learning, the park, birthday celebration or a holiday.</p> <p>Talk about their drawings or any marks they have made. Always appreciate and praise for what work or drawing they have done, even if it doesn't represent what they say. Include opportunities to talk and write with a purpose like making a list while role-playing supermarket shopping or a card for a family member or friend.</p>	
<p>Mathematics</p>	<p>Numbers: Sometimes matches numeral and quantity correctly.</p> <p>Shape, space and measure: Uses shapes appropriately for tasks.</p>	<p>Talk to children in number terms while engaging in daily activities like cooking, shopping etc. For e.g, ask the child to give you 3 oranges from the basket for juicing, or help you do the weekly shopping by giving opportunities to count like asking them to help you pick out 5 tomatoes, 4 cucumbers.</p> <p>Encourage your child to use shapes appropriately for a task like making a pasting activity with shapes like circle, square, triangle, rectangle to create a car, bus, rocket, boat etc. Share and talk about their creations and write the initial captions for them. Encourage to use blocks of different shapes to create objects.</p>	<p>Kids shopping at the supermarket</p> <p>Shape activities</p> 
<p>Understanding the world</p>	<p>People and community: Builds stories around toys. E.g. jungle animals needing rescue from an armchair cliff.</p>	<p>Encourage your child to create stories with their toys, kitchen sets or car sets. Building toys allow children to create their own fantasy worlds and stories. Using their imagination boosts cognitive, academic, language and social growth. As they create structures, they also create stories, which leads to greater verbal skills including their ability to tell stories. Encourage them to draw and talk about their experience.</p>	

Expressive Art and Design

Exploring and using media and materials:

Uses various construction materials.

Being Imaginative:

Engages in imaginative role-play based on own first-hand experiences.

Music and Movement

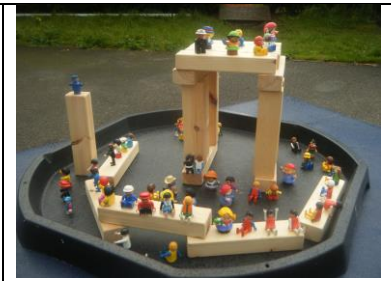
Claps or taps to the pulse of the song he or she is listening to /singing.

Encourage children to think how to use construction materials with a purpose and the steps involved. For e.g. if a child wants to build a model for home or school, with blocks, lego or frames. Support a child to learn the skills to use resources, to balance and interlock blocks, lego or frames.

Children learn from the things that happen around them. Role play is a child's way of engaging and making sense of the world. Role play may appear to be a very simple activity, yet within it, young children learn practical life skills such as dressing themselves, how to co-operate and share with others. **Share** role play ideas with your child and engage with them in their activity.

Encourage children to copy clapping hands, clicking fingers, slapping knees, stamping feet while you model them.

For example with following rhyme-
Here we go round the Mulberry Bush
This is the way we clap our hands,
Clap our hands, clap our hands.
This is the way we clap our hands.
Clap our hands
Stamp our feet
Click our fingers
Rub our hands
Slap our knees etc....



[Clapping and tapping to the rhyme](#)